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Two thousand years ago an attempt was made to divert proper honor and recognition from the great teacher by dragging across the trail the needs of the socially handicapped. As regards public welfare, we teachers answer now as he answered them, to test the sincerity of the movement, "the poor ye have with ye alway and when ye will ye may do them good."

STANDARDIZATION BY THE CHURCH BOARDS OF EDUCATION

At the* conference of representatives of standardizing agencies held under the auspices of the American Council on Education at Washington, D. C., May 6 and 7, 1921, Dr. Kelly reported on the standardizing activities of Church Boards of Education. Extracts from his report are here given. In view of the fact that the conference requested the United States Bureau to publish at an early date the minimum requirements of all the standardizing agencies, national and sectional, that part of his report is omitted from this statement. Those desiring to see the complete statement of the minimum requirements are advised to apply to Dr. G. F. Zook, Expert in Higher Education of the U. S. Bureau of Education.

There are twenty National Protestant Boards of Education. They are more or less directly related to from 325 to 340 colleges and universities.

Of the twenty only five report work in the field of standardization. These five are the Methodist Episcopal Board, the Methodist Episcopal Board, South, the Presbyterian Board, the Presbyterian Board, South, and the Board of the United Brethren in Christ. The standards of the Presbyterian Board have been determined largely by the standards adopted by such organizations as the North Central Association, while in the same way the Methodists South have been greatly influenced by the standards of the Association of Colleges and Secondary Schools of the Southern States. At its annual meeting in 1920 the Presbyterian Education Association of the South adopted the standards of the Association of Colleges and Sec-

*NOTE—This conference was held under the auspices of the American Council on Education, Washington, D. C.

ondary Schools of the Southern states and provided that these standards should go into effect in September, 1922. The Board of the Northern Baptist Convention follows the principles of the North Central Association in classifying all schools. Several of the other boards, notably the Board of the Southern Baptist Convention, which has recently been organized, are making plans to enter the field of standardization. The boards which do not participate in this work or do not plan to do so, prefer to have the standardization done by the national or sectional standardizing agencies or have felt it unwise to set up machinery for the work because of the small number of their institutions or their lack of real jurisdiction.

The Board of Education of the Methodist Episcopal Church was the first Protestant board to enter the field of standardization, the work having been begun thirty years ago. The Board of the Methodist Episcopal Church South began their work about two years later. The Presbyterians, South, entered this field about ten years ago, while the College Board of the Presbyterian Church, U. S. A., took their first step in this direction in 1912. The United Brethren in Christ began their work in 1914.

It is interesting to observe that in some instances, indeed, in most instances, the Board of Education as such does not fix the standards. The discipline of the Methodist Episcopal Church, South, provides for a Commission on Education composed of ten practical educators whose duty it is to fix the standards of the different grades of institutions. The Board as a whole classifies the institutions in conformity with these standards. In the case of the Methodist Episcopal Church this work is done by the University Senate, which is composed of twenty-one persons, actively engaged in the work of education, one from each General Conference district, and six members at large. The nominations are made by the Bishops. The Board of Education administers the standards set by the University Senate. The Board of the Presbyterian Church, South, conducts its standardization work in consultation with the Presbyterian Education Association of the South, the division of function being essentially that prevailing in the two Methodist churches.

The general policy of all these Protestant standardization agencies has been to encourage and stimulate the weaker institutions with the hope that they may reach higher standards. At the same time it has been felt that in the meantime the weaker institutions should not be utterly neglected, and therefore different grades of institutions have been determined. By this means the Methodists, South, to take a single illustration, have built up a large class of junior colleges, the most of which a few years ago were unclassified, each aspiring if not claiming to be a standard college. This Board also rates institutions as universities, colleges, academies and theological schools. In spite of the sympathetic attitude which these agencies have usually taken toward the weaker schools, fear has been expressed that sometimes excessive standards have been determined by representatives of the older and stronger institutions who did not understand what would be a reasonable requirement for pioneer schools.

The standards of the Presbyterians, South, are reviewed annually by their educational association. The University Senate of the Methodist Episcopal Church usually modifies some of the requirements of their institutions at each meeting, which in practice is at least once in two years. The Commission on Education of the Methodists, South, seldom meets oftener than once a quadrennium, while the Presbyterian standards have not been changed since 1914.

The Presbyterians assert with reference to the endowment requirement: "We do not deem it essential to require as large an endowment, for two reasons: a. Our churches contribute annually to assist in the support of Presbyterian colleges. These gifts produce approximately \$100,000 a year. b. Teachers in Presbyterian colleges are in a large measure influenced by the missionary spirit and like all other missionaries, are willing to work on smaller salaries than are demanded in state and independent institutions."

As illustrating the method of procedure of one of these boards, some significant quotations from the last report of the Commission on Education of the Methodist Episcopal Church, South, are made.

"The requirements for women's colleges are brought up to those of men's colleges."

“In order to keep abreast of the best educational thought and practice of this section, the Commission makes it possible for the Board of Education to advance the admission requirements from 14 to 15 units if other important Southern educational associations take like action during the present quadrennium.”

“The requirement in English is that recommended by the National Conference on Uniform Entrance Requirements in English.”

“An institution, to be classified as a university, shall have a productive endowment of not less than two million dollars or an assured annual income of one hundred thousand dollars and shall be organized on a basis of professional schools and graduate schools, with departments of original research.”

“Three classes of colleges—namely, A, B, and junior colleges—are recognized.”

Another illustration of the readiness of these church agencies to press forward in the setting of high standards is found in the recent action of the University Senate of the Methodist Episcopal Church with reference to financial requirements of standard colleges and professional schools. With the exception of the financial requirement found in the Association's “Efficient College,” this is the highest standard in this particular thus far set by any agency.* The quotations are taken from the Minutes of the University Senate, page 75.

“The minimum endowment of standard colleges shall be raised from \$200,000 to \$300,000, becoming effective June 30, 1922; and that a minimum productive endowment of \$500,000 be required, becoming effective June 30, 1925.”

“That, in addition to tuition and other academic fees, a minimum annual income of \$25,000 be required, becoming effective for the school year 1920-21.”

“It is the sense of the University Senate that the standards required for membership in the Association of American Law Schools, the Association of Medical Colleges, and the Dental Faculty Association of American Universities be ap-

*NOTE—The same standard comes into effect in Indiana in September, 1921.

proved as the standards of such institutions under the auspices of the Methodist Episcopal Church.”

“The action of the Senate of 1914 permitting the inclusion of a percentage of notes to meet the endowment requirements is hereby rescinded. The Senate interprets endowment to mean actual funds invested in securities or realty from which dependable income is secured. Funds invested in college buildings, dormitories, or equipment, must not be reported as endowment. It is understood that this resolution will go into effect with the new requirements for the endowment, June 30, 1922.”

The Council of Church Boards of Education, while representing all the important Boards of Education with the exception of that of the Southern Baptist Convention, does no work in the field of standardization as usually defined. Neither does the Association of American Colleges, which brings together the largest group of colleges to be found in any single organization. The policy of the Association has always been one of inclusion and helpfulness rather than exclusion. There is no present sign that this policy will be changed. At the same time, the Council and the Association which, while not organically related, are sympathetic in purpose and method and which have a common central office, have contributed to the same results as the standardizing agencies, although by different methods.

These methods may be expressed by two words—*definition* and *publicity*. The definitions of an Efficient College and of a Minimum College completed after three years' study by the Association of American Colleges are well known and have been the basis of much college discussion and valuation. At present the Association and Council are publishing considerable material on the curriculum and the field and constituency of colleges which is proving very stimulating in many sections of the country. College and university faculties are making these publications the basis of helpful self-analyses. Charts are being given publicity through the Association Bulletin and CHRISTIAN EDUCATION which bring together for immediate comparison the promise and performance of individual institutions in the field of the curriculum, setting forth as they do the tendencies of

curriculum builders, of faculty offerings and of student registrations.

SUMMARY

Perhaps it would be fair to say that there are two tendencies at present among the Church Boards of Education in the field of standardization. One is the tendency to adopt the standards of the national and sectional agencies. The other is themselves to classify the institutions—in addition to the classification made by the volunteer agencies just referred to. On the whole, particularly if the functions of definition and publicity are recognized as parts of the process of standardization, the Boards are increasing rather than decreasing their activities in this field. It is certainly true, however, that the Boards and the institutions welcome the ratings given by the volunteer agencies when such ratings are the result of careful investigation. Perhaps there is justification for this situation on three grounds:

1. The attitude of the Boards is sympathetic toward their institutions, and they have many opportunities for intimate knowledge. To say that the attitude is sympathetic is not to say that it is necessarily lenient. The Boards are apt to have financial resources at their command and the sense of responsibility for the expenditure of these resources usually operates against the exercise of leniency.

2. The Boards take cognizance of the institutions which do not meet the standard requirements, and by the establishment of various grades of achievement are able to render important service to those most needing it. The denominational Boards are not alone in appreciating this type of supervision. The State Board of Education of Indiana has lower standards than those of the North Central Association of Colleges and Secondary Schools. Many Indiana high schools are certified by the North Central Association. These high schools derive all resulting benefits which come from this classification. There is no antagonism between the two systems and perhaps particularly because the North Central Association has high standards, the State Board has been justified in maintaining the lower standards.

3. The Boards have found that the process of fixing

standards and classifying institutions is an important *educational process* within itself, the values of which would largely be lost if the work were turned over entirely to external agencies.

4. The Boards have frequently rendered a distinctive service to the state by setting higher standards than those of the State Departments, thereby meeting the impact of criticism with which the State Departments, more sensitive to unappreciative public opinion, could probably not successfully cope.

5. The Boards have found that an especial stimulus comes to institutions less favored because of the achievements of other institutions in the same denomination and the resulting recognition by denominational authorities.

6. In addition to operating helpfully in the educational field, these Boards stand for certain religious and moral ideals and accomplishments which the general standardizing agencies would not care to emphasize perhaps in an official way, since such an attitude might be interpreted as interfering with the principle of the separation of Church and State.

The denominational standardizing agencies have it within their power, in a word, to stimulate and supplement the activities of the general standardizing agencies. In some cases they set standards in advance of all others. They are not, or should not be, rival agencies, but should be, and usually are, conducted in such a way as to exert a wholesome influence on their own institutions and on others.

DEFINITION OF A COLLEGE OF LIBERAL ARTS AND SUGGESTED STANDARDS FOR CLASSIFYING SUCH INSTITUTIONS

Prepared by J. H. Kirkland, Chancellor of Vanderbilt University, and presented to the Conference called by the National Conference Committee on Standards of Colleges and Secondary Schools in Co-operation with the American Council on Education.

I.

A college is an educational institution which admits students only after the completion of a high school course of four years or its equivalent, which gives courses of study in aca-